

Conventions of Drama

Lesson Preparation

Daily Lesson 2	WORD STUDY		READING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	E1.1A	E1.1E	E1.Fig19B E1.4A E1.7A E1.24A E1.26A	
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Understanding new words, concepts, and relationships enhances comprehension and oral and written communication. — Why is it important to continue to improve your vocabulary? 		<ul style="list-style-type: none"> Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message. — What techniques do playwrights use in drama? — How do these techniques add meaning? 	
Vocabulary of Instruction	<ul style="list-style-type: none"> Word origin 		<ul style="list-style-type: none"> Monologue Soliloquy Dramatic irony Paradox 	
Materials	<ul style="list-style-type: none"> Vocabulary Notebook (1 per student) Note card (6) Dictionary (class set) Chart paper (if applicable) 		<ul style="list-style-type: none"> Reader's Notebook (1 per student) Examples of monologue, soliloquy, dramatic irony, and paradox from classic play.(class set) Chart paper (if applicable) 	
Attachments and Resources				
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Select six terms that have a Latin or Greek root word from a textbook, a text from Reading, or other resources, such as college readiness word lists. Identify common prefixes and suffixes that may be added to the words. Write each word on a note card. 		<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Select examples of a monologue, soliloquy, dramatic irony, and a paradox from class play. 	
Background Information	<p>Teaching students about word parts is essential for comprehension. Students do not learn about words and how to use words simply by memorizing definitions. Students should be given the opportunity to discuss the words they are learning and represent their knowledge of words in linguistic and non-linguistic ways.</p> <p>This Instructional Routine partially assesses Performance Indicator: “Write multiple notebook entries that demonstrate knowledge of new</p>		<ul style="list-style-type: none"> Monologue – a dramatic convention in which a speech is given by a single character, either alone or to others Soliloquy – a dramatic convention in which a speech is given by a character while or as if alone; literally, "talking to oneself." Dramatic irony – a dramatic device in which a character says or does something that they do not fully grasp but is 	

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	<i>words, their meanings, and origins."</i>	understood by the audience <ul style="list-style-type: none">• Paradox – a seemingly contradictory statement that on closer scrutiny reveals a deeper truth (e.g., <i>Life is but a dream.</i>)
Teacher Notes	In middle school, students learned and practiced using common prefixes, root words, and suffixes to determine the meaning of unknown words. Students continue to hone these skills in high school as the level of complexity in texts increases.	

Instructional Routines

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Duration and Objective	Suggested Duration: 10-15 min. Content Objective: Students determine the meaning of technical words and their origins.	Suggested Duration: 35-40 min. Content Objective: Students analyze how dramatic conventions serve the meaning and purpose of drama.	
Mini Lesson	<ol style="list-style-type: none">1. Ask: What types of activities help improve your vocabulary? Discuss responses. Students should recognize that one of the best ways to build their vocabulary is by reading.2. Prepare students to learn a strategy they can use to help them remember the meanings of unknown or new words. Begin with a quick review of word parts, using the class Word Wall as a reference.3. Ask: What is a prefix? What is a suffix? Why are most of our words rooted in Latin or Greek terms? Discuss responses.4. Select one of the previously selected words to use as a model for students. Add the word to the class Word Wall.5. Draw a square and divide it into four equal-sized boxes. Instruct students to record a similar box on a page in the Vocabulary Notebook.6. In the upper left quadrant, write the word along with a number on a scale of 1–5 that represents how well you know the word.7. If necessary, locate the word in a dictionary and Think Aloud to determine an easy way to remember what the word means.8. In the upper right quadrant, write the definition of the word in your own words.9. In the bottom left quadrant, include the following information as applicable:	<ol style="list-style-type: none">1. Display the terms: <i>monologue</i>, <i>soliloquy</i>, <i>dramatic irony</i>, and <i>paradox</i>. Students record these terms in their Reader’s Notebook with space left for definitions.2. Display previously selected examples and as a class, create definitions for each term.3. As you discuss each term, have students respond to the following in the Reader’s Notebook:<ul style="list-style-type: none">• Why would an author choose to give one character a soliloquy and another a monologue? What is the difference between the two?• Why would an author present the audience with information that the characters do not understand, as is the case in dramatic irony?• Why would an author use a paradox to get a point across? What purpose does it serve?4. Explain to students that now that they have an understanding of these dramatic conventions, they will focus on one to examine further.5. Assign a dramatic convention to Collaborative Groups for investigation.	

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	<ul style="list-style-type: none"> • Origination of word • Root word • Prefix • Suffix <p>10. In the bottom right quadrant, draw a visual representation that will help you remember the meaning of the word.</p>	
Learning Applications	<p>1. In groups, students complete the organizer for their assigned term.</p>	<p>1. Direct students to use the following question to analyze their convention: "Why would an author . . . ?"</p> <p>2. Working in Collaborative Groups, students analyze how the convention adds meaning to the drama.</p> <p>3. Instruct students to provide textual evidence to support their conclusions.</p> <p>4. Each group prepares a short presentation to share with the class.</p>
Closure	<p>1. Each group shares their words along with the information from their organizer.</p> <p>2. Ask: Why is it important to continue to improve your vocabulary? Discuss responses.</p>	<p>1. Each group shares their analysis with the class.</p>